

**R P Dawkins Middle**  
1300 East Blackstock Road  
Moore, South Carolina 29369

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	843 Students	
<b>Principal</b>	Ken Kiser	864-576-8088
<b>Superintendent</b>	Dr. Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Lynn Harris	864-576-4212

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	12	14	1	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 25 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	No

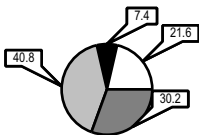
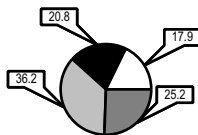
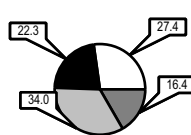
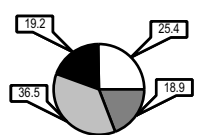
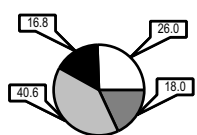
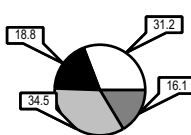
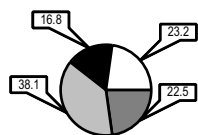
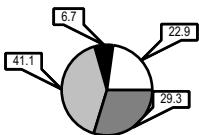
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	831	99.8	21.4	40.9	30.3	7.4	49.3	Yes	Yes
<b>Gender</b>									
Male	439	99.8	25.5	39.3	29.6	5.5	44.1		
Female	392	99.7	16.9	42.6	31.0	9.5	55.0		
<b>Racial/Ethnic Group</b>									
White	478	99.8	8.1	42.0	39.9	10.0	63.8	Yes	Yes
African American	259	100.0	46.7	39.4	11.8	2.0	20.7	No	Yes
Asian/Pacific Islander	45	100.0	11.9	33.3	38.1	16.7	66.7	Yes	Yes
Hispanic	43	97.7	30.0	42.5	25.0	2.5	40.0	Yes	Yes
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	774	99.7	17.4	42.2	32.4	8.0	52.5		
Disabled	57	100.0	78.8	21.2	0.0	0.0	3.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	831	99.8	21.4	40.9	30.3	7.4	49.3		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	820	99.8	20.8	41.1	30.6	7.5	49.9		
<b>Socio-Economic Status</b>									
Subsidized meals	291	100.0	47.0	38.9	12.6	1.5	23.0	No	Yes
Full-pay meals	540	99.6	8.2	41.9	39.4	10.5	62.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	831	100.0	17.9	36.2	25.2	20.8	59.0	Yes	Yes
<b>Gender</b>									
Male	439	100.0	18.8	37.0	21.6	22.6	56.3		
Female	392	100.0	16.9	35.4	29.0	18.7	62.0		
<b>Racial/Ethnic Group</b>									
White	478	100.0	7.0	34.1	30.7	28.3	71.5	Yes	Yes
African American	259	100.0	37.8	44.3	14.2	3.7	33.7	Yes	Yes
Asian/Pacific Islander	45	100.0	4.8	16.7	35.7	42.9	85.7	Yes	Yes
Hispanic	43	100.0	34.1	31.7	17.1	17.1	41.5	Yes	Yes
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	774	100.0	14.0	37.1	26.8	22.1	62.6		
Disabled	57	100.0	73.1	23.1	1.9	1.9	7.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	831	100.0	17.9	36.2	25.2	20.8	59.0		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	820	100.0	17.3	36.5	25.2	21.0	59.4		
<b>Socio-Economic Status</b>									
Subsidized meals	291	100.0	34.8	44.1	16.7	4.4	35.6	Yes	Yes
Full-pay meals	540	100.0	9.1	32.2	29.5	29.1	71.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	831	100.0	27.4	34.0	16.4	22.3	38.6
<b>Gender</b>							
Male	439	100.0	26.4	33.4	15.1	25.0	40.1
Female	392	100.0	28.5	34.6	17.7	19.3	36.9
<b>Racial/Ethnic Group</b>							
White	478	100.0	14.3	35.2	20.4	30.0	50.4
African American	259	100.0	53.7	30.9	8.9	6.5	15.4
Asian/Pacific Islander	45	100.0	9.5	31.0	19.0	40.5	59.5
Hispanic	43	100.0	34.1	39.0	14.6	12.2	26.8
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	774	100.0	24.0	35.0	17.2	23.8	41.0
Disabled	57	100.0	76.9	19.2	3.8	0.0	3.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	831	100.0	27.4	34.0	16.4	22.3	38.6
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	820	100.0	26.8	34.1	16.5	22.5	39.1
<b>Socio-Economic Status</b>							
Subsidized meals	291	100.0	50.7	33.7	9.6	5.9	15.6
Full-pay meals	540	100.0	15.4	34.1	19.8	30.7	50.5

<b>Social Studies</b>							
All Students	831	99.9	25.4	36.5	18.9	19.2	38.1
<b>Gender</b>							
Male	439	99.8	23.6	34.9	18.8	22.8	41.6
Female	392	100.0	27.4	38.3	19.0	15.3	34.3
<b>Racial/Ethnic Group</b>							
White	478	99.8	12.4	37.4	24.8	25.4	50.2
African American	259	100.0	52.8	35.8	5.7	5.7	11.4
Asian/Pacific Islander	45	100.0	11.9	19.0	31.0	38.1	69.0
Hispanic	43	100.0	19.5	48.8	19.5	12.2	31.7
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	774	99.9	22.1	37.1	20.2	20.6	40.8
Disabled	57	100.0	73.1	26.9	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	831	99.9	25.4	36.5	18.9	19.2	38.1
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	820	99.9	25.2	36.5	18.8	19.5	38.3
<b>Socio-Economic Status</b>							
Subsidized meals	291	99.7	47.0	38.1	11.5	3.3	14.8
Full-pay meals	540	100.0	14.3	35.6	22.7	27.4	50.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	99.7	32.9	31.4	32.1	3.6	35.7
	7	285	99.7	21.1	41.9	31.2	5.7	36.9
	8	271	100.0	23.1	38.6	30.7	7.6	38.3
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	100.0	24.9	39.0	28.9	7.2	36.1
	7	290	99.3	20.4	43.6	30.9	5.1	36.0
	8	273	100.0	19.0	39.9	31.0	10.1	41.0
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	99.7	17.3	31.0	21.7	30.0	51.6
	7	285	99.7	22.2	29.4	18.6	29.7	48.4
	8	271	100.0	28.8	32.2	24.2	14.8	39.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	100.0	8.0	37.3	30.9	23.7	54.6
	7	290	100.0	21.7	30.3	22.0	26.0	48.0
	8	273	100.0	22.8	41.4	23.1	12.7	35.8
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	100.0	28.9	30.9	19.3	20.9	40.2
	7	290	100.0	21.7	31.4	18.1	28.9	46.9
	8	273	100.0	31.7	39.6	11.9	16.8	28.7
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	99.6	26.9	28.9	18.1	26.1	44.2
	7	290	100.0	24.2	36.8	19.9	19.1	39.0
	8	273	100.0	25.0	43.3	18.7	13.1	31.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 843)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	32.6%	Up from 27.3%	26.7%	15.5%
Retention rate	0.8%	Up from 0.6%	2.2%	3.0%
Attendance rate	97.2%	Up from 96.8%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%	Down from 2.3%	3.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 1.8%	3.4%	4.6%
Eligible for gifted and talented	33.0%	Up from 29.3%	27.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.1%	Up from 6.4%	10.7%	13.6%
Older than usual for grade	0.4%	Down from 1.3%	2.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 57)</b>				
Teachers with advanced degrees	70.2%	Up from 68.5%	57.1%	51.8%
Continuing contract teachers	96.5%	Up from 92.6%	81.7%	78.1%
Highly qualified teachers	86.8%	Down from 96.7%	89.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	3.1%	6.0%
Teachers returning from previous year	93.6%	Up from 90.8%	87.1%	85.4%
Teacher attendance rate	95.6%	Down from 95.9%	95.4%	94.9%
Average teacher salary	\$45,566	Up 3.6%	\$43,127	\$41,328
Prof. development days/teacher	8.3 days	Down from 10.9 days	11.3 days	11.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.5	3.0
Student-teacher ratio in core subjects	22.5 to 1	Down from 22.9 to 1	22.4 to 1	21.3 to 1
Prime instructional time	92.1%	No change	90.4%	89.3%
Dollars spent per pupil*	\$5,413	Down 4.1%	\$5,413	\$6,022
Percent of expenditures for teacher salaries*	68.8%	Down from 69.0%	64.6%	61.7%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	100.0%	Up from 99.0%	98.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The theme for the 2004-2005 school year was "Excellence . . . Academics, Arts, Athletics," and the entire Dawkins Middle School community applauded the efforts of our students as they surpassed expectations in all areas. Having met Adequate Yearly Progress (AYP) for the previous school year, the faculty and staff continued to set high expectations. DMS once again used Measures of Academic Progress to assist in identifying skill strengths and weaknesses to better prepare our students for PACT.

Dawkins students excelled in the classroom, as well as in academic competitions throughout the state. DMS had a record sixty-nine South Carolina Junior Scholars, including the highest overall scorer in math. The Math Counts Team was the Spartanburg County Champion for the fifth consecutive year. The Bearcat Battle of the Brains team dominated the competition as they won for a fourth consecutive year. Our Academic Team placed first in the state in both the fall and spring Knowledge Master.

Our fine arts department had an outstanding year with students receiving all region and all state honors. Both the orchestra and chorus programs were invited to perform at state conventions, and our seventh grade band received a superior rating at the South Carolina Concert Festival. Three art students won first place for their work at the State Beta Club Convention.

The Dawkins Community recognizes that athletic opportunities assist in the development of adolescents. Both the girls' volleyball and basketball teams won championships, as did our boys' basketball team. The DMS cheerleaders won the Summer Cheerleader Camp Competition Award. Our athletic teams provided school spirit and many students proudly proved to be scholar-athletes.

Our Beta Club and Student Council Association provided opportunities for DMS students to be servants to both the local and international communities. Service projects benefited numerous local agencies, as well as victims of natural disasters in Southeast Asia. DMS received an award from the American Cancer Society as being the top middle school contributing to the Relay for Life Campaign. Students surpassed their goal and contributed \$9,000 in 2005 for this worthy cause.

The Dawkins Community is proud to be recognized as a South Carolina Red Carpet School once again. Our goal is to teach students the maxim of the Golden Rule, as well as practice it ourselves. The DMS faculty and staff are grateful to the PTO for its efforts in assisting us as we educate our children. Indeed it takes a community to raise our students to be successful adults in the years to come.

Ken Kiser-Principal  
Robyn Williams-SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	44	228	55
<b>Percent satisfied with learning environment</b>	95.5%	71.7%	75.9%
<b>Percent satisfied with social and physical environment</b>	93.0%	75.1%	67.3%
<b>Percent satisfied with school-home relations</b>	95.5%	82.4%	60.0%

\*Only students at the highest middle school grade level at this school and their parents were included.